



The People of PACS

William W. Clark, Ph.D., Program Director

One aspect of my role as Program Director that I most enjoy is talking with prospective students who are interested in the fields of audiology, deaf education, and speech and hearing sciences. These visitors come from academic programs across the country, or even Washington University, and their enthusiasm is invigorating. As I talk with these talented individuals, I'm honored to share stories about PACS' rich history, excellent academic programs, home in a world-class medical center, contributions of our faculty and alumni to their respective fields, and high ranks in national polls like the U.S. News & World Report. These aspects of our programs are important, of course, and give us all an environment in which to work. But they don't tell the whole story. As the PACS Program Director, I'm also quite proud of the values we promote among all of our faculty, staff, students, and alumni. These values include collegiality, compassion, commitment, and support. Although these aren't often highlighted when we talk about our academic programs, they are the fabric upon which our success is woven, and what defines the character of our people and our programs.



We are just beginning a process that will update the PACS mission statement to reflect not only our world-class academic programs, but also these important values, and I look forward to formalizing these into our vision for the future.

Please enjoy this edition of *Amplifications*, which features personal stories from members of the PACS family. Our people – past, present, and future – are *who* we are, and we'd love to share your stories in future issues. Just contact us if you're interested!

Why I Chose PACS

Melanie Paticoff, M.S.D.E. Student



My name is Melanie Paticoff, and I am a second-year M.S.D.E. student in the Program in Audiology and Communication Sciences (PACS). To some people, two years would be considered a "long" program; to me, my time with PACS has flown by, perhaps because it was so long-awaited.

My connection to PACS started at the young age of fourteen, and my personal connection to the profession of deaf education began long before that. I like to say it started on Decem-

ber 28th, 1995, the day my cousin Julie was born. Julie was late-diagnosed with hearing loss around the age of two. She was quickly fit with hearing aids, but to close the gap on her language delay, my aunt would have to move her family from our home in New York to St. Louis, Missouri.

I was nine years old at the time, and hearing loss quickly became the enemy... the thing that was tearing my tight-knit family apart. It wasn't until I visited my cousin a few years later and saw the amazing services she received that had helped her catch up so quickly, that I vowed I would help every family have access to the thing all relationships are based on... language. I asked the teachers at Julie's school how I could become a teacher of the deaf like them, and they all responded with the same answer: Washington University's PACS program.

Each year of high school the PACS brochure would

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arrive at my house, and I would read it from front to back, taking in the list of courses I couldn't wait to take. The brochure would hang on my bedroom wall, giving me direction - I had a goal, and it was to be a PACS student.

When it finally came time for graduate school applications, PACS was the only one I filled out. By this time, I was the author of my first children's book about hearing loss, something I had worked on during my time as an undergraduate student. As much as I had my heart set on PACS, I also hoped that I could continue with this type of creative extracurricular work I'd come to love. I'm happy to say that while the coursework was indeed rigorous, not only was I able to write a second children's book, facilitate a children's support group program, and write an article for A.G. Bell's magazine, *Volta Voices*, all during my first year with PACS, but I was also whole-heartedly supported in doing all of this by the amazing faculty and staff at my new school. I have no doubt that the way that PACS supports me as a "whole person" and not just as a student has made me an even more successful learner and will cause me to be a teacher who supports the "whole child."

If I were to describe the program to someone considering the field, I would tell them that if they are passionate about teaching children with hearing loss to listen and speak, this is the place where they need to be. Yes, the coursework, curriculum, and faculty are all excellent, but it's much more than that. It's the class of children taking place in the center of our own graduate classroom. It's the way technology is at the forefront of our learning, whether that means learning about a new app for organization or learning about a new waterproof cochlear implant. It's the idea that our professors recognize that during our time in the program, the best thing we do may not be to learn every slide of their PowerPoint presentation, but instead to learn that the networking we do and the connections we build during our time as students may be the most important thing they teach us. Being successful as a PACS student does not necessarily mean being the best student in the class. It means being the best diagnostic, collaborative, lifelong learners we can be, and for that, I am so thrilled to say that I am a PACS student.

The Foundations of a Successful Program: People, Passion, and Collaboration

Dan Putterman, Au.D., Research Audiologist, NCRAR, Portland VA Medical Center



As an undergraduate I primarily studied neuroscience and music. After graduating I was employed as a research assistant by a neurologist studying Parkinson's Disease in rodent models. I initially anticipated enrolling in a Ph.D. program studying behavioral neuroscience, yet I desired direct interaction with people in order to make a more immediate impact on their quality of life (and I turned out to be fairly allergic to rodents). Fortuitously, I noticed that clinically based hearing research was taking place in a nearby laboratory space. I discovered that there was a clinical doctorate in the field of audiology. After shadowing clinical and research audiologists, I reached out to graduate programs about their requirements, enrolled in post baccalaureate audiology courses (which I thoroughly enjoyed), and applied to Au.D. programs. Now, I actually work in the same hearing research center that sparked my interest in audiology in the first place. In retrospect, it was only fitting that someone with an interest in health sciences and music would enjoy audiology.

The process of selecting a graduate program to set the foundation for my career in audiology was a fairly detailed affair. Considering some of the meticulous personalities I know in this great profession, I suspect that many audiologists had a similar experience. I was well aware that I would invest effort, time, and money into my professional development toward the ideal outcome of a successful and fulfilling career. It was with this in mind that I began to explore what facets of an Au.D. program would make these personal investments go the farthest.

One method of determining what program features are desirable may be to consider what attributes make an audiologist most appealing to an employer. An ideal employee has completed extensive coursework across the scope of practice. He/she should possess extensive clinical training from a variety of settings across the scope of practice. Many employers may also appreciate an applicant with clinical research experience. Au.D. programs can be easily researched to determine what offerings they have that will provide this preparation.

In my opinion, the PACS was one of only several well-reputed programs genuinely positioned to offer a variety of practicum

sites across the scope of practice and the lifespan. Their course offerings also appeared to exceed the knowledge base offered elsewhere, and there were opportunities to complete pre-doctoral clinical research training. While this kind of information can be obtained through online research and communication with program coordinators, there are intrinsic program assets that can only be learned when you visit.

My decision to eventually enroll in the PACS was sealed by my impression upon visiting the program and meeting the people. As a prospective student, the administrative staff warmly welcomed me to the PACS. I toured the quality facilities with the director of audiology studies, and I toured the campus with a current student. The student spoke of how supportive administrators and faculty members are of the students, and how students routinely work together on coursework and training exercises. Additionally, I had ample meeting time with the program director. While these interactions confirmed the existence of program features I had already researched, it also spoke volumes about how passionately the members of the program advocate for their students. I will never be able to adequately convey how much easier it was for

me to thrive as a student and as a working professional due to this support. The PACS truly cultivates enduring relationships with their students.

It is difficult to believe that I graduated from the program almost a year and a half ago, but perhaps this is because I remain in touch with many of the people. I continue to regularly communicate with former classmates whom are now my fellow audiologists. Some of these interactions are with former PACS students who are not even from the same graduating class. No audiologist has all of the answers all of the time, so we strive to provide optimal services by consulting with fellow working professionals. This communication extends to the faculty members as well. I was incredibly fortunate to complete my clinical research training project and capstone project under the mentorship of Michael Valente, Ph.D. Our continued interaction subsequent to my graduation has resulted in published research and a current collaborative effort on an educational text. Although I put forth the effort and time to complete my graduate degree, I would not be the proficient clinical and research audiologist that I am today without the people of PACS, and for this I am forever grateful.

Class Notes

1980s

Gary Friedman, 1980

Gary began a new job as an Audiologist at Pen Bay Medical Center in Rockport, Maine, beginning in October of 2011. He also became a grandfather last year to twin boys.

2000s

Tina (Prout) Stoodly, 2000

Tina recently published a book with Thieme Medical Publishers that she co-edited. The title is "Auditory Electrophysiology: A Clinical Guide."

Insook Lim, 2003

Insook is now working for GN Resound in Greer, South Carolina.

Kathleen Faulkner, 2004

On March 12, Katie defended her dissertation titled, "Understanding Frequency Encoding and Perception in Adult Users of Cochlear Implants." The defense was held at the University of Washington, and Kelly Tremblay was chair of the committee. The third experiment in the dissertation will soon be submitted for publication. Also, Katie accepted a position to work with David Pisoni, Ph.D., in the Speech Research Laboratory at Indiana University.

Amanda (Stever) Dunaway, 2006

Amanda gave birth to a baby girl, Dagny Elise Dunaway, on August 13, 2012.

Catherine (Young) Glommen, 2007

Catherine gave birth to a baby girl, Caraline Grace Glommen, on November 26, 2012.

Kristen (Bretz) Kramer, 2007

Kristen gave birth to a baby boy, Landon Jeffrey Kramer, on July 10, 2012.

Megan (Freese) Blow, 2008

Megan is now working as an itinerant teacher in Hancock County, West Virginia, through RESA-6 (Regional Education Service Agency).

Sarah (King) Zlomke, 2008

Sarah and her husband, Kurt, welcomed twins, Reid Gerard and Morgan Geralyn, born on July 25, 2012.

2010s

Christy Adkins, 2011

Christy was recently promoted to Chair of the Humanities Division at Madisonville Community College in Madisonville, Kentucky.

Deborah Tetstill, 2011

Deborah gave birth to a baby boy, James Henry Tetstill, on February 8, 2012.

Jessica Teymouri, 2011

Jessica and her husband, Ashraf, welcomed their first child, Vivienne Al-Dadah, on April 14, 2012.

Adrienne (Rudelic) Stewart, 2012

Adrienne and her husband, Tim, were married on May 26, 2012.

Current Students

Melanie Paticoff

Melanie recently published a second installment in the "Sophie's Tales" series: "Overcoming Obstacles." The book is available via sophiestales.com or on the iBookstore in iTunes.

Elyse Picker

Elyse and her husband, David, welcomed their baby girl, Stella Ariel Picker, who was born on May 10, 2012.

Obituaries

Staci (Earnest) Reddan, a graduate of the audiology program in 1993, passed away at her home in O'Fallon, MO on April 4, 2012. Staci is survived by her husband Michael, and children, Jack, Sophia, Joe, Sadie and John. She was employed by Mercy Hospital in St. Louis. Our heartfelt sympathy goes out to her family and friends.

Marla Aldridge, a graduate of the audiology program in 1991, passed away of natural causes in Marion, IL on August 12, 2012. She was an audiologist for the Williamson County Special Education District. Our deepest sympathy goes out to her family and friends.

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We rely greatly on the generosity of our alumni and friends, for recruiting assistance, supervision of student practicum, and financial support. We encourage you to visit the alumni page of our website at pacs.wustl.edu to see how you can help!

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